

**GOAL 3: Successful outcomes for Career preparation grant initiatives for year two.**

<p><b>Objective 1:</b></p>	<p>Continue with Year 2 of the Career Preparation Grant, with a focus on building leadership development opportunities, adding additional skill sets to job requirements, training for hiring managers.</p>
<p><b>Action Items</b></p>	<ul style="list-style-type: none"> <li>• Developed strengths based training for hiring managers.</li> <li>• Develop additional strengths based training for student employees.</li> <li>• Creating workshops with a leadership focus for student employees.</li> <li>• Adding in additional focus group discussions across the student employment experience.</li> </ul>
<p><b>Desired Outcomes and Achievements</b>  (Identify results expected)</p>	<ul style="list-style-type: none"> <li>• To develop strengths based training for hiring managers that will give them a better understanding of their own strengths and those of their students, so they can best mentor them and be part of their on-going strengths development process.</li> <li>• To develop additional strengths based training for student employees that will help them to continue to develop their natural talents into strengths. We also want to continue to work with the students on how their strengths can be leveraged to maximize opportunities for success during the interview process and long after they leave GSU.</li> <li>• To create workshops with a leadership focus for student employees that will enhance their overall CPG experience.</li> <li>• Add in additional focus group discussions across the student employment experience.</li> </ul>
<p><b>Achieved Outcomes and Results</b></p>	<p>Throughout the course of the 2-year CPG grant, 15 students took part in student employment experiences. Five of these students were employed as on campus student employees in the fall and spring, and their job descriptions increased in the level of responsibility in their 2<sup>nd</sup> year. These students worked in the Office of International Research and Effectiveness, Center for Performing Arts, Student Affairs, Student Life and Career Services. All students participated in a focus group and programming with their peers designed to improve their level of self-awareness, while building confidence as they communicate and expand upon their professional identity. Three of the five students presented at and end of the year celebration about what they have learned in their student employment positions. We also placed an additional five students into on campus internships in the 1<sup>st</sup> year and</p>

another five students into internships in the 2<sup>nd</sup> year. These students are working in the Writing Center, Office of International Student Services, Office of Advancement, Faculty Research and Extended Learning.

Students have taken part in a wide range of programming; spanning from strengths development to identifying and maximizing transitional skills and overall professional development. We also provided strengths workshops for the supervisors, so they could cultivate deeper working relationships with their students and create greater opportunity for strengths based mentoring.

Data captured in the first year of our grant demonstrated the value of requiring employers to design student jobs for learning based on clear expectations. Students benefited from the ability to earn money working 10-20 hours per week with flexible schedules that supported their course work. Students cited this flexibility to modify their hours to address their needs in the classroom as a major benefit to working on campus (for example, working fewer hours during finals or more hours during school breaks). In addition, students appreciated the network of support and access to college employees that developed during their work. This relationship-building is an important component that mirrors the high impact practices (AAC&U) that increase retention and student success.

Likewise, there were benefits to the campus employers who participated in the project. Support was provided to develop student learning outcomes for the work and consider how the job would benefit the student. Employers became teachers and learners as they worked with students to develop learning experiences that supported the students' career aspirations. It strengthened the community of employers.

As we come to the end of our 2<sup>nd</sup> grant year, we are in the process of gathering end of the year evaluations. We plan to have a CPG year 2-evaluation report to present by mid-August when the interns complete their experiences. This will be important as we look to submit a 2<sup>nd</sup> proposal to continue some of the work that the Career Preparation Grant has started.

We leave you with a few quotes some of our students who took part in the first year of the program.

**STUDENT ACCOMPLISHMENTS IN THEIR OWN WORDS**

	<ul style="list-style-type: none"> <li>• One student worker received \$3,000 dollars from the U.S. Department of State’s Benjamin A. Gilman International scholarship to study abroad in South Korea this summer (2017) She stated that her role in the CPG program working for the Phoenix (GSU newspaper) enhanced her writing skills and contributed greatly to her writing of the winning essay that she submitted to get this opportunity.</li> <li>• My technical skills were practiced immensely in my work. I was able to apply things I learned from photography classes in order to take photos with the right lighting, composition, etc. I was also able to apply things learned in graphic design classes in order to edit the photos. I used knowledge such as how to crop photos, adjust hue and saturation of a photo, and adjust the levels of a photo if the original was taken somewhat too light or dark.</li> <li>• Overall, I utilized photography skills, writing applications, strategic thought processes, design skills and leadership skills to complete several projects for GSU. While managing my own time, I met goals efficiently and raised social media numbers considerably. Through the internship, I acquired a letter of recommendation from GSU VP Will Davis for all of my hard work and accomplishments.</li> <li>• I will be working as a Writing Tutor at Governors State and will soon be a high-school English teacher. The internship has helped to build my knowledge of English and composition tremendously and will be an invaluable experience to assist me in teaching.</li> <li>• I worked at the campus newspaper before and there I was in constant communication with other writers and how to communicate with them via email, phone, etc. However, at OIS I gained a different set of skills because I was communicating with people that dealt with immigration, study abroad some IT affairs. Therefore, it was a different way of communicating.</li> <li>• Working in the Office of Career Services really helped me to understand the importance of effective communication and how important the customer service is when dealing with the public at large. This work environment also helped to build my level of professionalism in the workplace.</li> </ul>
<b>Analysis of Results</b>	<p>Due to the positive response received as a result of the work done in the Career Preparation Grant, we are now in the process of writing a 2<sup>nd</sup> grant proposal to expand and continue the work we are doing across the university. We recognize the need to increase the number of high impact practices we can offer students, and we are hoping to increase the number of paid internships as a result. Additionally, we listened to the students and heard their request for more formal mentoring</p>

	<p>programs, and will consider this as a potential facet of our next grant request. We are also looking at options to revamp the existing <i>Academic and Career Decisions</i> course which, according to the catalog description, “Emphasizes decision-making skills and strategies, self-assessment, and the integration of these in choosing an academic major and/or career path.” With funding, this course could be redesigned to be delivered using the flipped classroom and coaching model. This would incorporate blended learning that reverses the traditional learning environment by delivering instructional content online and outside of the classroom.</p>
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